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THE RESEARCH DEPARTMENT

For this month the Department proposes: *The Problem of Differentiated Curricula, or How to Meet the Needs of Pupils Who Have Been Classified on the Basis of General Intelligence.*

Many schools are now classifying their children on the basis of general intelligence, presumably to get children in groups that will be able to do more nearly the same type or equal amounts of work. For this purpose, a combination of the following are used: (1) general intelligence tests, (2) marks received at the close of the preceding term, (3) the judgment of teachers, (4) the scores on standard achievement tests, and (5) the scores on informal tests in arithmetic, algebra and geometry made up by the teacher. Whatever the method of classifying may be, we may assume that the groups obtained in schools of considerable size differ markedly from each other in abilities and needs.

Our interest as teachers of mathematics is what happens to these children as far as concerns mathematics after they have been classified. Are the different groups being taught different textbooks? Are higher standards of attainment expected of the higher groups? Does the class with the highest ability study Algebra? Do the lowest groups emphasize commercial and industrial phases of mathematics? Does an introductory course in mathematics meet the needs of all groups? Do all study the same materials but move at different rates? These are some of the subsidiary questions of the general problem which teachers of mathematics must face in increasing numbers.

It would seem that the readers of this journal could render a valuable service to each other by mobilizing their experiences. With this in mind, the following data are requested:

(1) A statement telling how children are classified in your school. Include here the length of time that the present policy has been in effect.

(2) A description of the courses for the different groups. When possible, mention texts and pages covered in a year by each group.

(3) A report of differences in teaching methods and standards required in the different classes.

It may have been noted in the news section of this number that the Chicago Mathematics Club has chosen this problem for one of its meetings. This suggests that the mathematics clubs of other cities may also want to assemble materials and give the readers of the *Mathematics Teacher* the evidence considered and the conclusions reached.

RALEIGH SCHORLING

NEW BOOKS

Plane Geometry. By C. Addison Willis. P. Blakiston's Son and Company, Philadelphia. Pp. 301.

General Mathematics, Book II, By William David Reeve. Ginn and Company, Pp. 446.

Junior High School Mathematics, Third Book. By E. H. Taylor and Fiske Allen. Henry Holt and Company, New York. Pp. 155.

Plane Trigonometry. By Professor Leonard Eugene Dickson. Benj. H. Sanborn and Company, New York. Pp. 176+35.

Elementary Calculus. By Frederick S. Woods and Frederick H. Bailey. Ginn and Company, New York and Chicago, Pp. 318.

Junior High School Mathematics, Book Two. By Walter W. Hart. D. C. Heath and Company. Pp. 256.